

# MCGILL FORTNIGHTLY

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## McGill Fortnightly.

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### EDITORIAL COMMENTS.

FRIDAY, JANUARY 24TH.

It is not too much to say that McGill has looked forward with eagerness to the Annual Lecture and the University Dinner. The same sort of interest which is felt by Great Britain in the Prime Minister's speech at the Guildhall was felt by McGill in Dr. Peterson's address. Since his arrival in Montreal the Principal has shown himself most gracious in accepting the invitations of college and city societies to deliver addresses upon all sorts of occasions. He has been often heard, and always heard with attention. But his first public address to the University in all its members, from the Chancellor to the freshman overwhelmed with Christmas supplementals, was of another class than these utterances. A chance was given him to make an avowal of policy, and it was seized. No one who heard the Principal speak last Friday week, could have gone away with the impression that he was an opportunist,—*anglice* that he was drifting. He has made a careful diagnosis of McGill's present condition, and on the whole we gather that he finds our venerable mother all right. Yet no University, as no person, can stand still. If

progress is not visible, there must be back-sliding. President Eliot, our chief academic guest on this occasion, once said of Harvard that with an annual income of a million dollars she found herself poor. What is true of Harvard must *a fortiori* be true of McGill, which only spends a little more than two hundred thousand dollars a year. In short, we need money. Less acumen than Dr. Peterson possesses would have sufficed to work out this obvious conclusion. The obtusest millionaire in Canada can see that we were poor. The Principal's care was to decide which department of the University is most immediately in need of relief, and to urge its claims. Who can question his wisdom in singling out Arts for the dubious palm of impecuniosity? Medicine, Science, Law, have all been fertilized by the rich alluvial deposits of recent gifts. And every field in each of these Faculties is showing golden grain. Poor old Arts alone remains forlorn in the sterility of her unsatisfied expectations. President Eliot at the Dinner spoke with force and conviction about the practical use of such an institution as McGill to the millionaire. It enables him to escape the epitaph "The rich man died also, and was buried." A single glance at the achieved good which has been wrought by the gifts of our benefactors ought to be a goad to still further donation by every well-to-do friend of McGill. In no narrow spirit we say it. The vital spot of the University is the Faculty of Arts. What a pity that its name should be such a misnomer! The German phrase, "Philosophical Faculty," comes much nearer the true idea. The Faculty of Arts sees to it, or ought to see to it, that the general powers of our minds are trained, and that our characters are enlarged by familiarity with the best in literature and in action. *Allgemeine Bildung*, general culture, this is the ideal of the Faculty which Dr. Peterson now seeks to strengthen. Would that he might be able to say of McGill as Mathew Arnold of Oxford, that she, "by her ineffable charm, keeps ever calling us nearer to the true goal of all of us, to the ideal, to perfection,—to beauty, in a word, which is only truth seen from another side—nearer, perhaps, than all the science of Tuebingen." It will be a long time before we shall have the quadrangles of Magdalen and Oriel; but the love of knowledge for itself, and the love of the ideal are not beyond our grasp. What-



ever lends strength to the Faculty of Arts will bring these things nearer to us.

We cannot leave the subject of Dr. Peterson's lecture without referring to the eloquence with which he advocated culture,—culture in the widest sense of that maltreated word. We need to remember that the arts of expression have not a natural root in this community. But with encouragement they live, and wherever they live, happiness of the highest kind is self-sown along with them. Music, and the fine arts in their narrow sense, should have some place in a properly equipped University. When we shall have turned the reservoir into a Pierian spring, and Mount Royal into a Canadian Parnassus, the graduates of McGill will win fame beyond the banks of the St. Lawrence. Such a man as Dr. Peterson will not be content—to take his own special field of teaching—with the presentation of anything less than the life and thought of classical times. Casts and photographs innumerable are necessary adjuncts of such a task. Without aiming at the stars, if we wish to live in the spirit of Dr. Peterson's Platonic quotation, let us set ourselves to secure such a collection of reproductions as will illustrate the historic progress of the best art of the world.

The presence of Their Excellencies, of two college presidents, and of the Minister of Education for Ontario, was a compliment to Dr. Peterson and to the University. All these guests attended both Lecture and Dinner. Of the latter function we shall not say much. It was a great success. The decorations, music, and management were a credit to the Committee, the *menu* to the Windsor. We shall not pretend that the speeches were uniformly excellent, but perhaps that is because the best of them were very good. If we were to select a single one for comment and praise, we should take that of President Eliot. Besides being compact with ideas, it was full of the personal dignity which breathes through all his words and actions. He brought us the congratulations of the foremost University of the United States, and Principal Loudon brought us the congratulations of our foremost Canadian sister. We are grateful for the good fellowship of both these great Universities. May McGill always deserve to make a third in such a company!

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## CORRESPONDENCE.

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### THE UNIVERSITY CLUB.

DEAR MR. EDITOR,

The formation of a University Club has been advocated more than once in the columns of the FORTNIGHTLY, and the need of such an organization has long been felt by those who take an interest in

the welfare of the Students of McGill. It is therefore highly gratifying to be able to state that the project has at length taken definite form, and machinery has been set in motion which, it is hoped, will effect the desired end.

Shortly after the Christmas vacation, a meeting called by the presidents of the five Faculties, for the purpose of organizing a University Club, was held in the Molson Hall. Appropriate resolutions were adopted, and a committee was appointed to draft a constitution and by-laws and report at a subsequent meeting. The second meeting was held January 21, when a constitution and by-laws were passed and officers were elected in accordance therewith. The rules adopted were few and simple, and expressed in very general terms, and ample provision was made for their amendment, for it was felt that the constitution, like the association whose activities it was intended to direct, must *grow*, and that a set of precise rules wrought out in elaborate detail would be dangerous to the efficiency if not to the very existence of the young organization.

The annual meeting for the election of officers, reception of treasurer's report, etc., is to be held on the second Thursday in March, the officers to assume their duties on September 1st. The fee for the present session was fixed at one dollar; the amount annually payable was not decided on, being left to the discretion of the annual meeting to be held in March.

Through the kindness of Mrs. Clark Murray, the Club has been provided with rooms at 73 McGill College Avenue, where a Students' Dining Hall has recently been opened by the same generous lady. For the present, however, the two enterprises are quite distinct, the existence of the Club being in no way bound up with the success or failure of the Dining Hall. In connection with the latter, Mrs. Murray has assumed all pecuniary risk; and this very practical expression of her interest in the welfare of the students should be responded to by an equally practical expression of appreciation on their part. Sentiments of gratitude will not avail to make the Dining Hall a permanent institution; what is needed is that the students not resident in Montreal board there.

In commending both the Dining Hall and the Club to the sympathy and support of the students, I feel that the claims of these two institutions are so patent that little need be said. They will, if properly supported, supply a very keenly felt need in our College economy. The practical advantage of good meals at low prices, and in a building within a stone's throw of the College gates, cannot be doubted; and the pleasure of spending an "off" hour at a game of billiards, or in a comfortable



smoking or reading room, should appeal to most students. But a more important if less obvious benefit will be the fact, that many men of many minds will thus meet in friendly intercourse; and this cannot but result in education in the truest sense of the word,—an education of the highest efficiency in fitting the individual for the activities of practical life. It would also tone down the lines which now so sharply mark off the students of each Faculty from those of all the others; promote the solidarity of the whole student body; and foster that *esprit de corps* which has always been so sadly lacking in McGill.

Such is indeed “a consummation devoutly to be wished.” The first steps towards its accomplishment have been taken. All that is needed now is active support from the students generally.

R. H. ROGERS.

## CONTRIBUTIONS.

### GRADUATES SOCIETIES.

#### HOW THEY MIGHT PROMOTE THE INTERESTS OF ALMA MATER.

Apropos of the formation of Graduates societies, I have been frequently asked, what is the main object for which these societies are organized? After you collect the McGill graduates of Boston, New York, Chicago, Toronto, Ottawa and British Columbia into societies; after you elect officers and make speeches; what is the programme or the platform that each of these societies is to occupy? No question is more natural, and steps should never be taken to form such an association until the answer is less hazy and indefinite than it at present is, in the minds of the great majority.

With members scattered over a wide district or a larger city, it becomes impossible to hold frequent meetings, and one can quite imagine the meetings being reduced to an annual one, which would naturally take the form of a dinner. At such a dinner, besides the renewal of acquaintance, there would be read by the secretary a circular letter taking up the work done by the parent society in Montreal, with reports and greetings from all the other societies scattered over the continent. The president's speech would take up the year's progress in the University. Other speeches would be made, and the gathering together and the utterances of so many of the prominent men of a city or district being reported could not but attract most favorable attention and comment.

The secretary would be supplied with all the literature necessary to answer any enquiry as to courses of

study, matriculation, and all other matters pertaining to entrance and study, and thus the society would become a distributing point of information to the whole district in which it was found, and the name and advantages of McGill would be brought before the very people from whom we get our best students.

The graduates themselves would by that means be kept fully abreast of the latest improvements and additions to the working strength of the University, and this very knowledge would keep up their enthusiasm in their task. In this connection the matriculation papers could be sent to the secretary, or other member appointed to that post, and local examinations could be held, just as is now done by Toronto University and Queen's.

If there are in a society members of a literary turn,—and what society of McGill men would not contain many such?—a series of articles to the local press would be valuable, and would be gladly received by the editors. If the writer is a medical man, a description of the hospitals and college would be interesting and attractive, especially if embellished by personal experience and reminiscence; if an Artsman or clergyman, an account of the college with its library, museums and theological colleges would make a good subject; if a Science graduate, several articles could be taken up in describing our magnificent buildings with their museums and laboratories. The advantages of the various courses could be shown with our unparalleled facilities for the original research that will be so needful in developing Canada's mines, building her railways and public works and developing her industries. How valuable would be such a series of articles to the press of British Columbia, for example.

The Ottawa Valley Graduates Society has now been in active life for some years, and among their many good works is one that might well be followed by all others as soon as they become strong enough. I refer to the founding of scholarships to be given to deserving students from the city or province in which they work. It is often the only chance for a young man of ability but not of means, to get a college course; and anything that will lighten the burden of the fees, that may shut out often the best student and admit his inferior but more fortunately situated fellow, is a good work done.

One of the principal objects of a Graduates' society is to supply books to the library, and thus to accumulate a stock of reference books, relating to their particular country and its industries, to be freely consulted by every enquirer.

These are a few of the lines of work that could be undertaken by the organized and united graduates of McGill; but the real benefit to the members of such societies is the keeping in touch with University thought and progress, the noting of the growth of



post graduate courses in the technical faculties with their bearing on each individual and his particular aims. With a few healthy societies dotted over the continent, we may soon expect to see again old graduates who have gained that practical knowledge of their profession that years and experience only can give, coming back to combine a few months holidays during the summer months, in this beautiful city so rich in natural beauty and historical memories, with a course of study embracing the last discoveries of science, or even to undertake original research in the many fields of labor, both in Applied Science and Medicine, for which McGill so fully supplies the means.

R. TAIT MCKENZIE.

### UNITY OF LEARNING.

UNIVERSITY LECTURE—BY PRINCIPAL PETERSON.

The annual lecture in connection with McGill University was delivered on Friday afternoon, Jan. 24th, in the Queen's Theatre, by Principal Peterson, who took for his theme: "The Unity of Learning." The friends of the University were present in large numbers, and, pending the commencement of the proceedings, the students, who occupied the gallery, entertained them to the usual selection of college songs, which were given with a *vis* and a swing that have characterized their rendering for many years past. The Donalds who made a goodly showing, were accommodated with seats in the orchestra. The Governor-General and Lady Aberdeen attended the proceedings, their entry, which was made somewhat late, on account of their having attended the opening of Aberdeen School, being greeted by the audience rising *en masse*, and heartily singing "God Save the Queen." Sir Donald Smith, as Chancellor presided, and, besides the Governor-General and Lady Aberdeen, he was accompanied on the platform by Hon. G. W. Ross, Minister of Education for Ontario; Sir William Dawson; Dr. Eliot, President of Harvard University; Principal Loudon, of Toronto; Messrs. W. C. McDonald and S. Finley, Governors of McGill, and most of the professors and lecturers connected with the different Faculties.

The Chancellor opened the proceedings by briefly introducing Principal Peterson, who now made his first appearance before a meeting composed of the whole assembled Faculties of McGill, and the friends of the University.

DR. PETERSON'S LECTURE.

It is fortunate for me that the usage of the University permitted the delay which has taken place this

year in regard to the delivery of the annual University lecture. The feeling of strangeness which marked the early days of my arrival among you has now, to a great extent, worn off and disappeared. I have had time to accustom myself to the idea of citizenship in what was, to me, a new continent. Ample opportunity also has been afforded me of acquainting myself with the nature of the conditions under which my work here must go forward. I have learned to appreciate the magnitude of the operations that are carried on in the name of the University. I have been able, also, to take the first steps in the policy of earnestly identifying myself, so far as my poor ability may serve, with each of the various manifestations of our academic activity. In the four months that have elapsed since my arrival, I have learned a great deal: for there was a great deal to learn. Above everything else, I have realized the high character of the traditions that pertain to the office of Principal of McGill. It is an office which it is altogether unnecessary for a humble individual to magnify; it magnifies itself. Whether it be considered as gathering up the results of strenuous activity and princely munificence in the past, or as reaching forward with hopeful endeavor into the future, the position of Principal of this great University is a position of which any man may well be proud. It is a position which, with its far-reaching opportunities for usefulness, ought to call forth the very best energies of which an individual may be capable. I feel this honestly, sincerely. The feeling has been growing in intensity, day by day, since I began my work at McGill. And, in the presence of this great audience, I renew the vows made to the representatives of the University, assembled in Corporation, when I dedicated to their service whatever qualifications I can bring to bear on the work of consolidating and advancing our common academic interests.

After the continuous activity of the past few months, I feel that I am no longer a stranger addressing strangers. And I am reminded that, for the comfortable sensation of familiarity with my surroundings which it is now my pleasant lot to experience, I am indebted to nothing so much as to the uniform courtesy and kindness with which I have been received on every hand. I have not been silent since coming among you; indeed, a great part of my activity seems to have been taken up with the making of speeches on numerous occasions, in every kind of circumstances, formal and informal. But nothing that I have succeeded in saying yet has conveyed an adequate expression of my appreciation of the cordiality which marked my reception in Montreal. No experience could have been more grateful to one who had literally "torn himself up by the roots" from the position which he had been honored by hold-



ing in the home-country than the experience which has been mine during these short months of initiation in your service; and it becomes me to endeavor, once more, on this great occasion, to find words which shall serve to express—so far as it can be expressed in words—my deep sense of gratitude to all the constituent members of the University, whether governors, fellows, professors, or students, as well as to the general body of the community, for the encouragement which I have been able to derive from their kindly and sympathetic attitude towards me. I recognize in that attitude the surest evidence of the interest which is shared by all classes here in the welfare and prosperity of our University, and of the wish to secure that prosperity, and advance that welfare, by lending the support of solidarity to the individual who has been called, under you, Mr. Chancellor, and your colleagues on the Governing Board, to preside over our high academic destinies. \* \* \* \*

To the labors of Sir William Dawson as Principal the most fitting reference that I can make, speaking in his presence, is to say that he has rendered it hard even doubly hard, for anyone to follow him. In the year 1855, before an audience that was, no doubt, the prototype of this, Sir William pleaded his youth and inexperience as disqualifications for the office to which he had been called; to-day, in 1896, full of years and honors, he still holds incomparably the foremost place in the hearts and affections of those who, in more than one country and on more than one continent, are watching with interest the progress of academic development in Montreal. To the work that has been accomplished during these long years of strenuous and unsparing activity I bring, to-day, the tribute of a most respectful homage. I know, and can appreciate, the intensity of purpose that can induce a man to merge his own interests, almost his very existence, in the advancement of a cause which may seem to appeal to him most when it is, in a measure, helpless and unprogressive. To Sir William, and his colleagues of early days, difficulties would appear to have presented themselves merely as incentive to further progress. And, in the end, earnest and unremitting effort won the victory, which was potentially its portion from the first. It becomes us, now that we are basking in the sunshine of assured success, to remember what we owe to the great leader whose name will always be inseparably connected with the story of Old McGill. It is no mean record of achievement to have consolidated a University and to have made at the same time a name in the Scientific literature of two hemispheres.

And if the forecast should prove correct—as in the early days of my appointment Sir William, writing to me in my old home, most generously expressed the hope would be the case—that the future of

McGill is to be “even more successful than the past” I for one shall never forget the obligation which is owed to him by all of us alike for far-sighted statesmanship, for ceaseless activity, and for whole-hearted devotion.

The world is older now than it was in the days when Universities first were founded, and the forces on which they depend in our time manifest themselves in forms which it may sometimes appear hard to identify with those that led to the institution of the earliest seats of learning in Europe. The inevitable law of change has asserted itself conspicuously in the sphere of higher education. But though conditions have become very different from what they used to be, it is not difficult to trace something at least of the same spirit continuously operative through the centuries. McGill is by no means the newest University of this continent; but even between the most recent foundation and the old universities of Bologna and Paris there is an inner bond of union which difference of external circumstances cannot avail to weaken or annul. The earliest Universities were the nurslings of the Church—the Church which, after fostering learning through the darkest of the Dark Ages, had now become the great centralizing and unifying agency of mediæval Europe. Princes and people had combined their efforts with those of learned men to develop them out of the old cathedral and cloister schools, where the only teachers were the monks. They aimed at being cosmopolitan in character: the *Studium Generale*, as its name implies, had nothing about it that was merely local, and the *Universitas Literaria* was the first concrete embodiment of that community of letters which has since grown to greater things. And yet there is a sense in which the early universities were the models also of those technical schools which in our day have found shelter—and, let us hope, inspiration also—under the broad ægis of our academic establishments. For were they not professional schools, and—where they were not founded expressly in the interests of one faculty, such as Law or Medicine,—were not the subjects which they taught mainly such as were intended to prepare priests and monks for their work in life?

The march of time has brought with it many changes in the aim and methods of education. But identity of spirit is traceable in the spontaneous and enthusiastic desire for the advancement of knowledge which has always asserted itself—in all ages, and in nearly every country. This desire it is, that is the mainspring of the activity of the university which claims our homage to-day. It is a grand ideal that there should exist, in the very midst of a community naturally and necessarily much occupied with other things, an institution which aims at reflecting—no



doubt, with many imperfections—the highest culture, and the greatest scientific triumphs of the age in which we live. I have referred to the earliest universities as, in a sense, technical schools; but it is more important to realize that, if we claim to be their lineal successors, we must keep well to the front that conception of the unity of learning, and the inter-dependence of studies, which, in their different circumstances, they found it comparatively easy to foster. There is a greater variety of aim among our students now. We train not only those who are to be clergymen, but those, also, who are to become lawyers, doctors, teachers,—all, in fact, who are to do the work that the world cannot leave undone. But a certain unity of purpose ought to inspire our whole activity, though, at times, we may be somewhat apt to lose sight of it. Even amid the diversity of modern conditions, we ought to keep alive our consciousness of common sympathies, and a common inspiration. After all, the true position of a university, as such, is not to turn out recruits for the professions, but to prepare men and women, by the discipline of study, for the whole of their after life. It is necessary to emphasize the word “whole.” For there is a narrow view which limits life to business-life and occupation, forgetting that the leisure of life also needs to be prepared for, if it is to be used and enjoyed aright. In the ideal of university teaching, subjects are not ranked low on the ground that they are of little or no practical value. The standard by which they must be judged is their effect on the mental training of the individual. Again, it is true, no doubt, that universities exist in order to extend the bounds of human knowledge, as well as for the training of the average man; and no university can be in a healthy condition where the spirit of original research is not actively at work. But, after all, a university can do no greater service to the community than is implied in the turning out, year by year, of a number of young men—and young women—who have received the benefits of a sound and comprehensive education, and who have become fitted thereby, with whatever of special study they may have been able, individually, to add, to take their place worthily in the arena of life.

If I seem to be digressing to the well-worn theme of the true purpose of academic pursuits, it will, I trust, be pardoned to me, inasmuch as the broad view of the case may well bear to be re-stated in McGill. We must never lose sight of that aspect of the functions of a university according to which it seeks to give a structural unity to the various constituent parts of knowledge. To do so would be to check the development of what we may call the university spirit. No mere aggregation of professional faculties, however well equipped they may be,—no groups, of departmental

schools—can suffice of themselves to form a university. This is only the counterpart of the statement, that, for the individual, the worst possible attitude is to regard his own studies and pursuits as the only ones worth consideration, and all others as of little account. Specialized activity is, of course, a necessity of existence in days when the field of human knowledge has become so vast that many subjects must practically withdraw themselves beyond the ken even of earnest workers. It is better to know some things well than to have a mere smattering of a great number. But there is such a thing as a sense of the whole, a consciousness of the proportion of the parts, a reaching forward to the full amplitude of knowledge, a feeling of the unity which—revealed as it often is in similarity or even identity of methods and principles—knits together branches of study which may seem at first sight to lie apart. We must endure to be in a great degree practically ignorant of what lies outside our own immediate studies, but we need not be indifferent to it. An intelligent and enlightened sympathy with what others are doing is the best counteractive to the tendency towards that contractedness of mental view which is often the penalty of absorption in some particular pursuit.

This obvious truth is reflected in the constitution of our universities, and in the interdependence of the various Faculties of which they consist. Take, for instance, the Faculty of Medicine, which represents what is, perhaps, the most indispensable of all the practical sciences. It is a well known fact that the status of medical schools which carry on their work in isolation—as is the case with some of the great London hospitals—is not so high as that of schools which enjoy the benefit of close association with a teaching university. In such institutions there is apt to be a premature assertion of what, for the purpose of my present argument, and without the slightest disparagement, I may designate the professional spirit; and even the great sciences, which ought to lie at the very foundation of a medical curriculum—physics, chemistry, botany and zoology—are in danger of being regarded in their professional and utilitarian aspects merely. Fortunately, we have the opportunity, in McGill, of making these very sciences the bridge to secure an even closer union than exists at present between the Faculty of Medicine, which has done so much for the University in the past, and the Faculty of Arts, of which so much may be expected in the future. And I may say, incidentally, that the friends of both Faculties—and all who aim at the very highest attainable results—ought not to rest until biology (including botany and zoology) and chemistry are as well housed and as adequately equipped and provided for as the sister department of physics. Take again the Faculty of Applied Science. It could easily exist,



apart from the university altogether, as a well equipped technical school. But what a limitation of aim would not this involve! To say nothing of the severance that would thus result from other university studies that go to the making of an educated man (studies which the students of the Faculty of Applied Science are well known not wholly to despise), the very subjects which underlie the whole work of the department—mathematics, mechanics, and physics—would be in danger of assuming, more or less prematurely, a professional colour. However tempting and attractive the offer of a definite and independent curriculum might be made to youthful entrants who are hastening forward (or whose parents wish them to hasten) to the goal of their aspirations, it must be remembered, on the other hand, that there is such a thing as what the Germans call the “ideality of the scientific sense, the interest in science not dependent upon, nor limited by, practical aims, but ministering to the liberal education of the mind as such, the many-sided and broad exercise of the thinking faculty.” I must not attempt, within the limits of this address, to cover the whole ground of university education; but I may venture one more reference, this time to the Faculty of Law, which we have recently welcomed inside our College buildings. The excellent syllabus of the work of that Faculty, which appears in the University Calendar, shows the comprehensive nature of the aims which it cherishes. It offers the opportunity of a systematic study of law, not only with a view to its practice as a profession, but also “as a means of culture, and as a qualification for the discharge of the higher duties of citizenship.” When the philosophical department of our Faculty of Arts has been opened up so as to embrace—in addition to chairs of Logic and Moral Philosophy—a chair of Social and Political Science, including Economic Theory, we shall see more clearly than we can at present how close a connection there is between such subjects (Along with History) in the Arts curriculum, and the studies which it is desired to foster and encourage in the Faculty of Law.

The sum and substance of what I have been endeavoring to state is, firstly, that we must do nothing to obscure the fact that knowledge is valuable even apart from its practical applications; and secondly, that there is a vital interdependence, among all studies. An excessive devotion to the isolated applications of science must tend to obscure the broad principles on which all science rests; and a proper appreciation of the educational value of science is apt to be endangered when scientific knowledge is looked on mainly as a concrete means of profit and advancement in connection with some particular profession or pursuit. Again, studies throw light on each other; and even when the relation is least obvious, it

will generally be found that some deep-lying principle exists, which, when discovered and applied, will bring into the closest union with each other branches that may appear to be totally unconnected. It is by apprehending the similarity of the methods that run through all the sciences that the student will be enabled, amid the multiplicity of subjects which strain for recognition, to hold fast to the ideal of the unity of learning, to keep the parts in due subordination to the conception of the whole, and to bring himself into sympathetic contact with the comprehensive circle of human knowledge.

In fostering and developing this faculty of viewing knowledge as a whole, a great part must be played by the Department of Arts, of which I must now proceed to say a few words. I have no wish unduly to exalt the studies to which my own teaching activity has been devoted, though my colleagues in the Faculties of Law, Medicine and Applied Science could well afford—now that they are popularly supposed to have had their every want supplied—to listen with equanimity to such a eulogy, even if it were to take the practical form of an exhortation to all intending benefactors of the University to concentrate their attention during the next few years upon the Faculty of Arts. If I were to make such an appeal, I do not know that any particular Faculty could object, except, perhaps, that of Comparative Medicine, whose wants are well known to all of us. Comparisons are invidious: they are sometimes even stigmatized as odious. It is, however, no disparagement of other work to say that there is still a virtue in the old ideal of a “Faculty of Arts” that was to precede—and, fortunately for us here, does often still precede—the special study of Law, Medicine or Theology. It is thus at once the pledge and the expression of the unity of learning—the connecting link which unites academical and professional study. It projects into outlying regions, and finds common ground everywhere. Law and Theology rely on History and Philosophy, Technology on the Mathematical and Mechanical Sciences, Medicine on Physics, Chemistry, Zoology and Botany. Let us hope that we shall always have in McGill a large and ever-increasing body of students who will aim at acquiring, in a more fully developed Arts curriculum, a truly wide and liberal culture, before they seek to superadd to their previous studies the professional training that may be requisite to fit them for their work in life. There is an old maxim that a liberal education consists in learning something of everything and everything of something. The field of human knowledge has in these latter days become greatly extended, and perhaps somewhat unwieldy and unworkable. But so far as this maxim is still applicable to the multifarious subjects of which education must now take cognizance, it finds its best



realization in the Faculty of Arts. Even in these times of specialized activity, a really comprehensive education may still remain a realizable ideal of those who have adequate leisure and opportunity. For such students it is attainable within the limits of school and college life, provided they do not begin to apply themselves to some special training in the very first year of their collegiate course. A truly liberal education must therefore still include, whatever else it may embrace—as conspicuously a sympathetic acquaintance with the literature of the mother tongue—some knowledge of the language, the literature, the art and the life of the great nations of ancient times, that the student, besides undergoing the discipline of linguistic study, may learn to know and value his intellectual ancestors—the Romans, who imposed their language and their law on a world they had bound fast in the fetters of their imperial sway, and the Greeks, from whom have emanated the creations that will remain for ever the patterns of art and the models of literary excellence. It should include a training in Mathematics, for the cultivation of exact habits of thought and consecutiveness in our reasonings; and in some branch at least of Natural Science, the study of which will foster the faculty of observation, and will enable the student, by inductive processes, to develop order and law out of the multiplicity of phenomena that meet him when he surveys the realm of nature. Lastly, not nature only, but man,—his mental and moral constitution, and the obligations and responsibilities which rest upon him in virtue of his position as a member of Society and of the State.

This is not an impossible course for those whose education is carried on under favorable conditions, and who are not under the necessity of hurrying on to what the Germans call their *Brodstudien*. It is certainly an ideal on which it behoves us in McGill to keep our eyes steadily fixed. A complete and comprehensive education is a more or less constant factor: it aims at the culture of the entire self, the harmonious development of all the faculties, that so their possessor may be able to keep pace with all that is highest and best in moral and intellectual aspiration. The character of special training, on the other hand, varies in different circumstances and under different conditions, and the demands of one age are not the demands of that by which it is succeeded. Our ideals in the Faculty of Arts are a standing protest against an exclusively utilitarian theory of education, if any such theory anywhere exists. The studies which it offers are not intended to be selected with care and calculation, on the ground of being profitable for some special profession or pursuit. On the contrary, it is here that the warning of the greatest of the early Greek theorists on education may still come

home to us, when he said that education “must not be undertaken in the spirit of merchants or traders, with a view to buying or selling, but *for the sake of the soul herself*.”

The old antagonism between Arts and Science, of which one hears so much in the popular talk of the day, may be partly resolved and reconciled in the true conception of a Faculty of Arts, such as it has been attempted to realize in McGill, though with very inadequate resources. To a great extent, it arises from a misapprehension of terms. The word Arts itself is a misnomer: it makes one think of the fine arts and of elegant accomplishments generally,—if not of the black arts. The word science again, which is merely an equivalent for knowledge—organized knowledge—cannot properly be limited to any special department of study. The antithesis is more intelligible when Literature is pitted against Science,—the knowledge of the best thoughts of mankind, worthily expressed, against the knowledge of the laws of the external universe. But Science and letters are not mutually exclusive: there is a literature of science, and scientific method is applicable to the study of language and literature. Everything in fact depends on method. It is absurd, for example, to regard physics as scientific and philology or history as non-scientific: just as though the study of these subjects does not call for the application of method,—does not offer a sphere for exercising the faculty of analogy, for reasoning from evidence towards law, from distinguishing between the rule and the exception, the essential and the accidental. In so far as they are dealt with on scientific principles, all departments of human thought, all manifestations of human life may be regarded as falling within the sphere of science. It will continue, therefore, to be the aim of our Arts Faculty—I hope under improved conditions—to harmonize the claims of Literature and Science, so as to render unnecessary, at least in the earlier stages of the curriculum, any rigid choice between the two. We recognize that it would be the proof of an incomplete development if a man were able to read the classics, but remained grossly ignorant of the physical universe; just as, on the other hand, we should regret the emergence of a fully-titled science graduate, say, an engineer, who was unable to clothe the results of his work in tolerable English. Eminence in either branch need not be attained at the cost of one-sidedness. The crown and flower of all education is that philosophical spirit which Bacon spoke of as *Universality*,—the enlargement or illumination of mind, the mental breath, the sanity of judgment that come from an all-round training.

To general considerations such as these it may not be inappropriate to append an attempt to forecast how, when additional endowments are forthcoming,



the existing curriculum in Arts may be strengthened and extended. My apology for presuming to refer to such a subject, after so short an acquaintance with the University system, is, in the first place, that I understand the need for some forward movement is fully realized by all the friends of McGill, and nowhere more fully perhaps than in the Faculty of Arts itself; while, in the second place, the conditions of Arts teaching here bear a strong family resemblance to those of the country which I have just left, where we have all quite recently been engaged in giving a Commission appointed by Parliament our best assistance in the work of re-organizing the whole teaching system of our national Scottish Universities. Nothing that I may say in endeavoring to anticipate future improvements need be taken as implying the slightest disparagement of the work that has been accomplished in the past—often in the face of grave difficulties, and with very inadequate resources. It was expedient in the past that the generosity of benefactors should be guided to flow in channels which have raised some of the other Faculties to a level on which they can challenge comparison with similar institutions anywhere. That the ideal of completeness was never lost sight of is evident from the following passage, which I wish to give myself the satisfaction of quoting from one of Sir Wm. Dawson's published papers: "I would wish the student to have before his mind an ideal university—one complete and perfect in all its parts, with every subject, literary, scientific, or professional, adequately and uniformly provided for; with every professor at once a model as a man, and a perfect specialist in his subject, and supplied with all the means and appliances for his own progress and for teaching what he knows; with all facilities for the comfort and progress of the student; and with all its regulations so framed as to afford the greatest possible facilities for higher culture, both in general education and every useful department of study." The ideal of a nation's culture is that all branches of valuable knowledge, all departments of intellectual activity, should be fully represented in its national Universities. In the course of progress towards this ideal in McGill it seems now to be the turn of the Faculty of Arts, of which we may say at present, in the words of the poet, that like man himself, it "partly is and wholly hopes to be."

One of the first necessities of the situation, as it presents itself to me, is the need for more tutorial instruction in the great disciplinary subjects which ought to form the staple of the earlier portion of our Arts curriculum. At home, the Scotch universities have been making an earnest effort to raise the standard of admission required from all students who intend to proceed to a degree; but they have been unable to shut their eyes to the fact that, till the schools

throughout the country can rise to such a uniform standard, it will be expedient to continue those junior classes in Latin, Greek and Mathematics, in which—though they are now outside the regular Arts curriculum—tutors and professors unite to work up, by vigorous teaching, the somewhat crude material out of which they hope to develop the—more or less—finished graduate. A similar condition of things seems to me to exist in Canada, where, especially in country districts, the lack of previous opportunity for adequate preparation for university work is, of course, much greater than it is in Scotland to-day. Next, I venture to think that we have need of greater concentration, where that can be secured, throughout the whole curriculum. The conditions that are natural and necessary for the work of school are too closely reproduced in a university where candidates are sometimes occupied with as many as seven or eight subjects at a time. The intellectual maturity that ought to be the mark of the university student can hardly be attained to under such conditions as these. If he has to apply his mind to languages and literatures, ancient and modern, mathematics, history, physics and natural science, surely we must endeavor so to divide his work that he shall be mainly occupied with one set of subjects at onetime, and with another set at another.

It may be of interest to indicate briefly how this problem has been dealt with in Scotland. The old system was beautifully simple, if somewhat limited in its scope. It implied for all but the best students a four years' course in Classics, Mathematics and Philosophy. During the two first years of the curriculum, a student might occupy himself exclusively with Classics and Mathematics, and he would then pass, say, the classical part of the degree. In his third year he would take up the study of Natural Philosophy, which he would combine with his mathematical studies for the purpose of passing in that department. But as a subsidiary subject he would also take Logic and Metaphysics, which would lead him on to specialize in Philosophy during the fourth or last year of his course, at the close of which he would graduate in that department (with English Literature thrown in as an extra subject), and then be dubbed Master of Arts.

That was a scheme which had all the merits of simplicity and straight-forwardness, and which may still be favorably compared with more pretentious systems elsewhere. Its defect was that it took little or no account of modern subjects. Accordingly, when the Commissioners came to remodel it, they proceeded on the plan of taking the two subjects which had in each case made up the departments of Classics, Mathematics and Philosophy, and offering them as options. After giving sufficient evidence of good



standing in his school subjects (evidence that is obtained through the medium of a University Preliminary examination, which has now been made identical for all Scotland—just as it has sometimes been proposed to institute an identical examination for all Canada), the candidate for a degree is invited to choose *between* Latin and Greek, *between* Mathematics and Physics, *between* Logic and Moral Philosophy. Along with the seventh branch of the old curriculum—English Literature—is conjoined Modern History, or French, or German. A choice of one subject out of each of these departments will yield four in all; and for the additional three subjects that are still required to make up the “sacred seven,” a candidate may take any of those which he has rejected, or Political Economy, or Chemistry, or Zoology, or Botany, or Geology, or Education, or Archæology, or Hebrew, or Sanskrit and Comparative Philology. To guard against excessive dislocation, it has been enacted that the whole subjects taken shall include at least one special department of allied subjects: *i.e.*, the student must take either (a) both Latin and Greek, or (b) both Logic and Moral Philosophy, or (c) any two of the following three subjects: Mathematics, Natural Philosophy and Chemistry.

From this brief sketch it will be seen that the principle of options, already recognized to some extent in McGill, has now been introduced into the Scottish University system; and it is a principle which, in my judgment, is capable of an almost indefinite extension, provided certain preliminary conditions are realized. I do not speak at present of the liberty the student enjoys of beginning his studies at once in one of the professional Faculties, without any previous training in Arts. I applaud the efforts which have been made to lay down a course in Arts, which shall be preliminary to the professional study, for example, of medicine; and it seems obvious to me that if the full Arts course cannot be taken by medical students, they should have the option of studying in the Arts curriculum—along with literary subjects, especially English—the great underlying sciences of Physics, Botany and Zoology. But in the Arts course itself—given a satisfactory Matriculation examination, and also an Intermediate which shall represent proficiency in the disciplinary portion of the curriculum,—I should not object to seeing the student receive full latitude to pass on to more specialized study in one or more of certain related groups. For there does seem to be a point in intellectual development after which the learner may be left to choose judiciously between Language and Literature, for example, whether ancient or modern; Philosophy in its widest applications; Mathematics and “Physical” Science generally; Chemistry and “Natural” Science. There is a period during which one may be

helping to mould one’s mental constitution by bestowing attention even on subjects for which one may feel little or no natural aptitude; but that period cannot profitably be made to last forever. And there is even a virtue in the exercise of the faculty of choice. “The new obligation,” to use the words of the late Prof. Seeley, “which falls upon the student of deciding for himself between several courses of study, calls him to make an effort which may certainly be very beneficial to him. The old uniformity which was so tranquilizing to the mind .....deprived the student of one of the most wholesome of mental exercises,—the exercise of appraising or valuing knowledge.” And again: “The student should be always considering what subjects it is most important for him to study, what knowledge and acquirements his after-life is likely to demand, what his own intellectual powers and defects are, and in what way he may best develop the one and correct the other. His mind should be intent upon his future life, his ambitions should anticipate his mature manhood. Now, in this matter the business of the University is by a quiet guidance to give these ambitions a liberal and elevated turn.”\*\*\* “If by the new variety of our studies, and the new difficulty of choosing between several courses, students should be led to a habit of intelligently comparing the different departments of knowledge, a great gain would accrue from a temporary embarrassment.”

But it is comparatively useless to speak of the further extension of the principle of options in the Arts Department of McGill, so long as the curriculum remains incomplete, and so long as the work undertaken is hampered by insufficient resources. The vast subject of Philosophy is represented at present in the person of a single professor, with a lecturer attached. And there is no provision at all for that teaching of Social and Political Science (including the Theory of Economics), which is so living a force in most modern universities. The development of political theory, the comparative study of constitutions, the origin and functions of the state, modern municipal systems and administration,—the study of topics such as these could not fail to create a better informed public opinion in regard to subjects that are of the highest importance to our common citizenship. Sociology, Economics, and Political Science—taken along with History as a living study—would form the best possible training for those who may, in after life, be called upon to take some part in the administration of social affairs, or the direction of social thought, or the improvement of social conditions. These subjects would be a training in themselves for journalists and members of the Civil Service; in a young country such as this, they might even prove a very school of statesmanship. Again,



we have no properly-endowed Chair of Zoology ; and, though excellent work is being done in this department, the appliances and accommodation for practical teaching cannot be considered adequate. The Chair of Botany is also in need of additional endowment and equipment ; and I look forward—as I have said already—to the day when the two departments shall be housed together in a Biological Institute, which shall loom as grandly on the campus as our present Physics building. Chemistry, too, has long been in want of additional accommodation and equipment for practical work ; by migrating to new laboratories of the approved modern type and, provided with a sufficient staff, it would not only relieve the pressure on the old buildings, but would also be enabled—in association with Mining and Metallurgy—to stretch forth helping hands to the work of the Faculty of Applied Science. The interest of modern languages and literatures might also be further secured by the extension of the teaching staff, regard being had, in the appointments made, not only to practical skill in teaching, but also to evidence of special research in the literature and philology of the Romance and Germanic tongues. Lastly, I will venture to record my conviction that the equipment of no university is complete which does not make some provision—though not necessarily as an integral part of the regular curriculum—for the study of Art and Music. These subjects ought not, in my judgment, to be relegated to establishments for the higher education of young ladies. They are as necessary, as counteractives to the exclusive cultivation of the intellect, as are the indispensable exercises in which nerve and muscle are strengthened and developed on the campus. Our function as educators does not stop short at the accumulation of knowledge. We must strive after beauty as well as truth ; we must cultivate imagination and sympathy as well as intellect. Otherwise, how shall we realize that ideal of spiritual culture that was sketched for us long ago by Plato, when he prayed that the youth of his Republic, gifted with the faculty of discerning the “true nature of beauty and grace,” might “dwell in the land of health amid fair sights and sounds ; and beauty, the effluence of fair works, will visit the eye and ear, like a healthful breeze from a purer region, and insensibly draw the soul into harmony with the beauty of reason.”

The mention of Plato reminds me that I have omitted to speak at any length of the place of classical studies in our University—not because the subject does not lie near to my heart, but because it might seem to deserve a lecture in itself. Though I am a Professor of Classics, I do not hold the view that Greek and Latin have still a paramount—far less an exclusive—claim to dominate the whole field of education. Such

supremacy belonged to them of right in the days when ancient literature was the main storehouse of human wisdom—when it was recognized as containing the best things that could be known at the time—what will always be valued as “imperishable thoughts expressed in noble language.” The lessons taught by the classics—though they still retain all the freshness of their originals—have naturally become absorbed in modern literature, and have passed into the general body of our common inheritance from the past. I still maintain, however, that Latin and Greek are unsurpassed as disciplinary studies, and that they hold the key to one of the greatest and most important chapters of human history. And that is why I hope, in directing the work of the classical department, to be able to give effect to broad views of classical teaching, so far as these may be realizable in the conditions under which the main body of our students come up to the University. Parents and guardians, who are inclined to revolt against what they consider as the lumber of dead learning, ought to remember, with regard to the disciplinary side, say of Latin, that a knowledge of that ancient language is accepted by cultivated opinion everywhere as affording the “highest guarantee for a proper understanding of the scientific principles of grammar and analysis, the best security for ability to use one’s own language intelligently, and the fittest introduction to the study of any other.” But the study of the classics, in a broad sense, ought to mean a great deal more than that. It ought to embrace, not the language only, but the literature, the history, the art, the life, and the institutions of the two greatest nations of antiquity. It is in this aspect of the subject that—even on a comparison with other departments—the truth will still hold that on classical studies the educated world will never be able to turn its back.

The linguistic side may not attract the sympathies of every student : some may even be repelled by the comparative study of grammar and syntax, though it is here that recent advances have given classics their greatest claim to a place among the exact sciences. But there will always remain the human side of the subject,—that which justifies the grand old title of “The Humanities,” in which the learner may look out on the whole field of ancient life and thought, moral, philosophical, religious, literary, social and political. To those who will follow this leading, and who will patiently provide themselves with due equipment, literature may come to take the place of grammar, poetry of prosody, reading and appreciation of translation and composition,—the spirit, in fact, of the letter. And it will be here, in my judgment, that classical studies will most continue to assert their vitality. The idea of Rome has impressed itself too deeply on the fabric of our common civilization, and



on the onward march of history, ever to be lightly effaced—especially, if the word may be said, among the people, and the offshoots of the people, which in the arts of government and law may claim to be the lineal successor of the old *Senatus Populusque Romanus*; and the literature, the art, the philosophy of Greece will forever remain the clearest expression of the whole spirit of classical antiquity, and the most perfect intellectual product to which the world has ever attained.

I end where I began. In a harmonious development, the enthusiasm for scientific discovery will be reconciled with the spirit of reverence that loves to dwell on the thoughts and literary achievements of the past. Those among us, whether teachers or students, who are engaged in following the triumphs of physical science may let their imagination rest at times on the patient labors of scholars who busy themselves with deciphering from new discoveries fresh lessons in the history and the life of the nations of antiquity; on the other hand, the scholar will do well to learn to appreciate the methods and results of scientific research. While we cultivate each our little corner of the fruitful field, we may all look out with sympathetic interest on the ample prospect which unfolds itself to our view. This attitude of mind will be the best guarantee of that catholicity and universality which is the central feature of what I have called the university spirit. It will enable us to realize in some degree that sense of the unity and continuity of learning which is the mainspring of all university work. In wise old Bacon's words, "Let this be a rule that all partitions of knowledge be accepted rather for lines and veins than for sections and separations." The various departments which claim our intellectual energies do not lie isolated and apart, but are mutually interconnected. "They resemble a vast forest"—to use an image employed by the historian Gibbon—"every tree of which appears, at first sight, to be isolated and separate; but on digging beneath the surface, their roots are found to be all interlaced with each other." In all the various forms of intellectual activity it is one and the same human spirit that is endeavoring to assert itself; and in proportion as we sympathize with our fellow-searchers after truth and knowledge shall we be successful in realizing the idea of that community of letters, that *Universitas Literarum*, of which here in Montreal our University is intended to be the concrete embodiment and expression.

With an eloquent re-enforcement of his main theme, the Principal, amid great cheering, closed a lecture which was listened to with the deepest attention, and was highly appreciated by all present, from the most learned of professors to the humblest of undergraduates.

On the motion of Sir William Dawson, a hearty vote of thanks was accorded Principal Peterson for his address, after which the Governor-General, whose rising was received with prolonged cheers, made a brief, but happy, speech. He alluded to the fact that his late arrival at that gathering was owing to his having been engaged elsewhere in an educational pursuit—at any rate, it was a matter connected with education—and he might, in a sense, say that he had been on his native heath, having been in the school of Aberdeen. (Laughter.) He was grateful for the opportunity of being present, as, he was sure, all others were, to listen to the inaugural address which had been given, and to have an opportunity of saying Godspeed regarding the work upon which Dr. Peterson had so well entered. Having made a happy allusion to the presence of the students, His Excellency concluded by referring to the presence of Sir Donald Smith, whose name, he said, would ever be indissolubly connected with Montreal's great seat of learning, as well as with many another patriotic work of national importance. (Cheers.)

Principal Eliot, of Harvard University, with which institution he has been connected for twenty-five years, spoke in favor of a system of elective studies, and said that at Harvard almost a complete system on this line had been developed.

"God Save the Queen" was then sung, and the gathering dispersed.

## THE UNIVERSITY DINNER.

This important function of the University is now a matter of history, and most of the readers of the FORTNIGHTLY are probably well acquainted with the nature and success of the evening's celebration. Those having charge of the affair have every reason to be proud of the unqualified success which attended their efforts.

The dinner itself was sumptuous, and did credit to the *cuisine* of the Windsor. Concerning the decorations of the beautiful dining hall of the hotel, little need be said. McGill colors and arms were of course everywhere. The red and white streamers encircling the entire hall made a pretty effect. The floral decorations too were gorgeous; and when the large company had seated themselves at the already beautifully decorated tables, the effect was one long to be remembered by those who had the opportunity of viewing the scene from the balcony. A large number of ladies graced the company, and their pretty toilets mingling with the academic dress of the members of the University formed a scene hardly to be met with outside a university function. Excellent music was



furnished by Gruenwald's orchestra during the evening, which was occasionally varied by well-known college songs, given with a gusto known only to McGill boys.

The Chancellor of the University, Sir Donald Smith, occupied the chair, supported on the right by His Excellency the Governor General, and on the left by Lady Aberdeen. Seated at the table of honor were: Presidents Eliot and Loudon, Hon. G. W. Ross, Sir Wm. Hingston, Judges Tait, Archibald, Davidson, Wurtele, Curran, Doherty, Principal Peterson, Principal Adams, and many others prominent in social and educational circles.

So great was the number present that it looked at one time as if it would be impossible to seat everyone; but this was eventually accomplished, and the company set earnestly to work at the task before them.

Feasting being over, the Chancellor arose to propose the toast of Her Majesty. This he did in his usual graceful manner, making special reference to the death of Prince Henry of Battenburg.

The toast was honored with great enthusiasm, as was that of the Governor General, likewise proposed by the Chancellor, and to which His Excellency responded in a clever speech.

The following toasts were then honored:—

"The University, her Principal and Graduates," proposed by the Hon. G. W. Ross, and responded to by Dr. Craik and Principal Peterson.

"Sister Universities," proposed by Principal Peterson, and responded to by President Eliot of Harvard and President Loudon of Toronto University.

"The Undergraduates," proposed by Donald MacMaster, Q.C., D.C.L., and responded to by Messrs. Fraser (Medicine), Archibald (Arts), MacDougall (Science), Higgins (Comparative Medicine), and Donahue (Law).

Of the speeches little need be said. They were what the occasion demanded. Nobody was reminiscent and hardly anybody too prolix, some gravely jocular, everybody laudatory.

By carefully discerning between the hubbub of sounds that were at times prevalent, one might conclude that there must have been a few Science men in some part of the hall, and during Mr. Fraser's excellent speech the same conclusion would be reached as to Medicine. The other Faculties were in evidence too, Mr. Donahue's capital oration calling forth the greatest enthusiasm of the devotees of the owl.

President Elliot's address was really fine, and did credit to the fame which had preceded the respected head of Harvard. His allusion to the impossibility of war between England and the United States was greeted with great applause.

There was no reference, however, that evoked greater enthusiasm than that occasionally made to the British Empire, and our connection with it.

College songs were not wanting, and they appeared to be much appreciated by the guests.

The toast of the Undergraduates was honored with great *éclat* by the guests, and the assurance that they were "jolly good fellows" was not lost to the appreciation of the blushing students.

About midnight the Chancellor left the chair, and the guests filed out of the hall to the stirring strains of "Hop along, sister Mary."

This did not conclude the evening's celebration, for the students reassembled about the festive board, with Mr. Donahue in the chair, and listened to enthusiastic speeches from representatives of 'Varsity, Queen's and Laval. We must say that these speeches deserved the vociferous applause which they received. It is almost a pity they could not have had a place on the regular programme.

The whole event and the management of the details reflect the greatest credit on the Committee in charge, to whose energy and assiduous supervision the success of this great function is undoubtedly due. The committee was composed of the following gentlemen:—

*President*.—Charles T. Fleet, B.A., B.C.L.

*Secretary*.—Prof. C. H. McLeod.

*Treasurer*.—Prof. Frank D. Adams.

Dean McEachran, Prof. Arch. McGoun, Prof. J. G. Adami, Prof. B. J. Harrington.

C. H. Gould (Univ. Lib.).

Undergraduates.—Louis Boyer, B.A. (Law '96); T. S. Tupper (Med. '96); C. Howard (Arts); G. A. Walkem, (Science); J. A. Ness (Veterinary Sc.).

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## POETRY.

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### SONNET TO TRILBY.

O weird and wondering fancy thus to die,  
Or sink into that neither death nor sleep;  
To those who loved thee and their vigil keep  
What pale strange fading, and with no "Good-bye,"  
But only breaking of the mystery tie  
That moved thy life, no harvest reap  
Of soul's sweet self, for that hath fast and deep  
Did long ago to some far refuge fly.

Yet as thou went; then did'st thou live in vain?  
Gav'st thou no good to those 'mong whom thou moved?  
Did some live better for some fond caress  
Thou gav'st as pastime, knowing not the stain  
Thou carried from the past? Ah! those who loved  
But for a time perhaps were better for thy "Trilbyness."

C. B. D.

Med. '98.



## SYMPATHY.

He was a poet, to the purple born  
 Of Nature, the all-mother ; at his birth  
 Five spirit-shapes of beauty did appear,  
 Each with a gift so great that any man  
 Would, with but *one*, among his fellow-men  
 Be as a king ; but all the five combined  
 The perfect poet-nature did assure ;  
 One spirit fair, with fingers lily-white,  
 Lightly did press his eyelids ; from that touch  
 There came the power of Vision—sight of things  
 That from most men forever hidden lie,  
 Unless by some strong master-hand the veil  
 Is rent, and Beauty is to them revealed  
 In things that to them once seemed poor and mean.  
 The second spirit's gentle blessing fell  
 Upon his brow, and in his mind did place  
 The power of noble thought that would, one day,  
 Work for the greatest good of all mankind—  
 Purest ideals, aspirations high.  
 The third great gift was Music—by whose might  
 He heard sweet sounds divine where others felt  
 But discords. The fourth shape did gently kiss  
 His lips, and thus the force of Eloquence  
 Unlocked, by which he ever might have power  
 To rule the minds of men, and to them give  
 His own high thoughts....and now remained  
 One spirit form, whose perfect loveliness  
 O'ershadowed all her sisters' beauty, as  
 The glorious moonlight far surpasses all  
 The beauty of its own reflection on  
 The mirror-like still lake. This shape advanced  
 And laid her hand upon the Poet's heart :—  
 "The gift I bring," she said, "is greater far  
 Than sound of Music, than even mighty thought  
 Or power of speech ; it is the greatest of  
 All gifts man can possess ; without it none  
 Can reach the heart of any fellow-man  
 Or know the feelings, struggles, passions, griefs,  
 That in another work, the man to whom  
 'Tis given knows the inmost weaknesses  
 Of human souls. My gift is *Sympathy*.

M. T. W.

## SOCIETIES.

## MONTREAL GRADUATES SOCIETY.

A meeting of the Graduates Society of McGill University was held in the Society Rooms at No. 844 Sherbrooke street, on the 7th January, at 8 p.m. The president, Prof. Frank D. Adams, Ph.D., occupied the chair. The President stated that all formalities having been observed, the meeting had full authority to dispose of the Dawson Fund, which was originally intended to endow the principalship.

The treasurer stated that the amount now actually on hand belonging to the fund was \$2,506.00.

It was moved by Mr. Sproule, seconded by the Hon. J. S. Hall, and resolved unanimously :—"That a committee be named by the President and Secretary to canvass among the more recent graduates for

additional subscriptions, and to report at the next annual meeting.

"That the Fund be handed over after the next annual meeting to the authorities of McGill University, to establish a Fellowship in the Faculty of Arts to be known as the Sir William Dawson Fellowship."

It was understood that the Society would retain possession of the Fund until the required sum is raised.

Dr. Birkett, Wm. Patterson, Francis Topp, Dr. Finley, Prof. McGoun, Hon. J. S. Hall and others took part in the discussion.

The secretary, H. V. Truell, announced that two hundred circulars had been sent to graduates resident in British Columbia, the Maritime Provinces, Chicago, and other parts of the United States, urging the desirability of establishing local societies of McGill graduates. Several hundred copies of the constitution and by-laws of the Society have also been distributed in a similar manner.

A large number of letters in reply were read to the meeting.

The following gentlemen graduates of the University having made application were proposed and duly elected members :—

Arthur H. Cole, B.A. ; R. g. Rogers, B.A. ; Ormond LeRoy, B.A. ; A. D. Nicholls, M.A., M.D. ; C. A. Harwood, B.C.L. ; A. S. Blaxton, B.C.L. ; A. S. Wade, M.D. ; S. Carmichael, B.A., B.C.L. ; N. Keith, B.A. ; A. R. Holden, B.A., B.A.Sc.

Y.W.C.A.

Our missionary meeting of Friday, the 17th inst., had for its subject "South America."

Miss Codd read a paper on the geography of this continent, at the same time giving some of the characteristics of the natives.

Physiologists do not agree as to the characteristics of the aborigines, some discussion having arisen as to whether they should be classed as one race or divided into several.

The people are warlike, cruel and unforgiving Averse to all kinds of civilized life and to education they are for the most part incapable of continued process of reasoning on abstract subjects. Their minds seize eagerly simple truths, but they detest investigation and analysis.

As to their social condition, they are probably as they were at the earliest period of the national existence.

The most common trait in the character of a Peruvian, who may be taken as a type of the race, is an incurable apathy. They are slow, indolent, timid and secretive, and the love of intoxicants is deeply rooted



in their nature. Christianity imposed upon them by the priests has scarcely gained admission to their understandings, and has no hold on their affections. They meet death in the same stupidly indifferent manner as they meet ordinary accidents.

Miss Armstrong's paper was on the "Conditions and Needs of South America." I quote the opening paragraph :—

"Imagine an empire extending from England to India and from India to Khartoum. Scatter across it thirty-seven million people, plunge them for the most part in practical paganism, and then with four hundred workers—clerical, laymen and women—preach the Gospel to every creature. Can this be done? Impossible! And can it be the will of God that no more than this be attempted?"

A glance was then given to the separate republics, and one or two instances may be interesting.

Ecuador, with its 4,000,000, has no missionary, and never has had.

Brazil, occupying about one-half the continent, has 16,000,000 people, and, so far as we can learn, has on an average one missionary to 138,000 souls.

Chili has more to aid its spiritual growth than other of these States with four American Presbyterian stations and thirteen missionaries.

"Shall we not do all we can to spread the Gospel to this neglected continent even by our prayers and our mites?"

#### CLASSICAL CLUB.

On the evening of Wednesday, January 22, the Classical Club met in the theatre of the Physics Building, to listen to Dr. Adams' lecture on "Pompeii."

Dr. A. J. Eaton, the Hon. President of the Society, presided, and in a few happy remarks introduced the speaker. The lecture, which was illustrated by a large number of limelight views, was delivered in the presence of a large audience composed of the members of the Club and its friends.

We attempt to give a short résumé below. Much interest centres round Pompeii, as it affords an example of an old Roman town as it appeared in the first century of the Christian era. At that time fertile vineyards covered Vesuvius even to the summit, while at its base stood the flourishing cities of Herculaneum and Pompeii. One pleasant day a black cloud in the shape of a pine-tree appeared over the mountain, which spread over the city, and bursting in showers of burning ashes completely buried it.

After frequent excavations had been made by private persons chiefly for the sake of plunder, the Italian Government in 1860 took the work in hand,

and many valuable remains have been unearthed. To-day the ashes have been cleared from about two fifths of the city.

Like all ancient towns, it is entirely surrounded by a thick wall.

The streets are paved with irregular blocks of lava, and are, as a rule, broad and straight; at the crossings are found large blocks of stone—stepping-stones. (Does Horace's *transpondera* refer to these?)

Many a deep rut in the hard stone brings vividly before our minds the picture of the young Pompeian bloods of 2000 years ago guiding their swift steeds in the chariot along these very streets.

The houses are built of limestone and brick, covered over with a very fine stucco polished to simulate marble. They have no roofs, as these, being of tiles, were destroyed by the burning ashes which overwhelmed the city.

The public buildings present many points of interest. The Pompeians rejoiced in the possession of two theatres,—one for Tragedy and one for Comedy, the latter of which is smaller and less perfectly constructed, "owing, no doubt, to the fact that it was erected by contract."

A gladiatorial school has been discovered, where the gladiators were trained for the bloody conflicts of the arena.

It is interesting to note that among the forms of punishment in vogue among the Pompeians was that of the stocks, and the skeletons of men have been found fastened in them who were probably forgotten in the mad rush from the city at the time of the eruption.

The walls of buildings are scrawled over with various legends such as "This is no place for idlers; move on, loafer." Others are amatory in character as "He whom you love has sent me to thee. Farewell."

The houses of the Fawn and the Tragic Poet may be taken as examples of Pompeian houses. In entering, you pass through the vestibulum, where was posted the slave who attended the door, and who, to secure his attention to duty, was chained to the spot. The next chamber is the atrium or public part of the house, with its impluvium to catch the rain water admitted through a hole in the roof. After the atrium comes the peristyle or private apartment, and in the rear there is usually a garden.

Standing at the door you can gaze right through the house.

The walls are decorated with many beautiful paintings, some of them in tints so gorgeous that they seem almost tawdry to our modern taste. Mosaics are especially numerous and elaborate. Among the best known and most wondrously wrought are those of the large dog with the motto "Cave Canem," and the



Battle of Issus. These are preserved in the museum at Naples, whither the paintings on the panels of the villas are removed when uncovered.

Among the relics gathered to Naples are kitchen utensils for almost every conceivable purpose—pots, pans, flagons, egg poachers, etc.

The discovery in the ancient city of numerous shops of bakers, carpenters, goldsmiths and other tradesmen testify to a flourishing artisan life, while gambling-places and taverns lead us to think that "though some of the virtues may be modern, all the vices are ancient."

Dr. Adams treated his subject in a very masterly way. Uniting a thorough knowledge of the locality with an exact acquaintance with the historical value of the unearthed remains, and exhibiting an almost unique collection of photographs of the interesting points, he presented to his audience the ancient town in so vivid a manner that we feel sure that no one who heard him departed without having Pompeii in his mind's eye almost as distinctly as if he had just paid it a visit.

#### MONTREAL VETERINARY MEDICAL ASSOCIATION.

A regular meeting of the Association was held on Thursday evening, Jan. 23rd, Dr. Chas. McEachran presiding.

Minutes of previous meeting were read and approved, and roll call showed a good attendance.

Messrs. Higgins and McCarrey were appointed to act on the experimental committee, and report at the next meeting.

Mr. J. Anderson Ness furnished the case report for the meeting, which proved of great interest.

Mr. J. J. McCarrey read a valuable paper on Post Mortems, describing in a lucid and entertaining manner the methods to be pursued in conducting autopsies, with especial reference to those on animals dying from contagious diseases.

An enthusiastic discussion followed, after which adjournment took place.

H. D.

#### MCGILL Y. M. C. A.

Last Sunday afternoon the Association was highly favored in having an address by Dr. Grenfell on his work among the deep sea fishermen of the coasts of Labrador. We were very fortunate too in that Miss Daly consented to sing. On account of Dr. Grenfell's address, Mr. Tory kindly consented to curtail his remarks on the lesson for the day, and to confine himself to the first half hour. The meeting was very much enjoyed.

We would like to draw the attention of the members to the fact that the Annual Meeting of the Association will be held in the Building on Saturday evening, Feb. 8th, at 8 o'clock. Reports of committees will be received and considered, officers for the ensuing year will be elected, and other business will be disposed of. An informal reception will be tendered Mr. Gilbert C. Beaver, the secretary of the Intercollegiate Young Men's Christian Association, and light refreshments will be served. It is hoped that every member will make it a point to be present.

The nominating committee has made the following nominations :

*President.*—E. M. Campbell, Arts '97.

*1st Vice-President.*—H. P. Archibald, Sc. '98.

*2nd Vice-President.*—Chas. Ogilvy, B.A., Med. '98.

*Rec.-Secretary.*—R. H. Rogers, B.A., Law '98.

*Treasurer.*—R. C. Paterson, Arts '98.

*Asst.-Treasurer.*—A. H. Gordon, Med. '99.

*Representative Comp. Med.*—R. G. Matthew, C. Med. '97.

Any active member may make other nominations at the Annual Meeting.

On Sunday afternoon, Feb. 9th, Mr. Beaver will address the meeting. Mr. Beaver is at present making a tour of the Canadian colleges, and can give us the benefit of a wide experience in Association work. It is hoped that there may be a large meeting.

#### THE DELTA SIGMA SOCIETY.

The regular meeting of the Delta Sigma Society was held on Thursday, Jan. 30th.

An essay on Arthurean Legends was read by Miss Hurst, and an essay on "Pippa Passes" by Miss Holden. It is very much to be regretted that more were not present to hear about the interesting Arthur Saga, and to enjoy a delightful little description of "Pippa Passes."

#### GLASS REPORTS.

#### LEGAL BRIEFS.

#### THE CRIMINAL.

Black-robed and stern the judge looks down,  
And from the bench pronounces doom ;  
The prisoner hears the solemn words  
That tell of death and gloom :  
"Let the accused be ta'en from hence  
To yield his life for his offence."

The prisoner standing in the dock  
Eagerly I turn to scan,—  
Not poor misshapen criminal—  
Behold a regal type of man :—  
He recks not of his fearful lot,  
He hears the words but heeds them not.



For she that ruled that fair domain,  
Reason from her throne is hurled,  
And dark confusion reigns supreme,  
Within that mystic inner world,  
With no mind-star to guide him on,  
What marvel that a crime was done.

And high above him in a niche  
Sculptured, I see *Justitia* stand,  
Besworded, and with pendant scales  
And o'er her eyes a blinding band—  
Blinded that naught but th' evidence  
May weigh upon her perfect sense.

Bereave her of her sword and scales,  
Take from her eyes that blinding band,  
And Argus-eyed let her look down,  
And sentence stay with her strong hand,  
For Justice cannot Justice be  
That pities not Humanity.

M.

The students of this Faculty were deeply grieved to hear of the death of John Allan, the porter of the Faculty, which occurred on Saturday last, after a very short illness. At a meeting of the students held on Tuesday, at 8.30 a.m., a resolution of condolence was passed, and the secretary instructed to forward a copy to the family of the deceased.

The genial C——k received an ovation from his fellow-students, on his re-appearance in the class rooms after his late indisposition, scarcely to be equalled by the applause which greets our worthy President as he saunters in at 5 o'clock, and requests the lecturer in haughty tones to "kindly give him credit for the lecture."

The senior military officer of the Faculty has conferred a boon on his fellow-workers by supplying us with the munitions of war in the shape of blotting paper of brilliant hue duly endorsed with his name, armed with which we hope to struggle successfully with the subject of Criminal Law, and "soak" each lecture as we proceed, and thus keep abreast of our work.

Last Tuesday and Thursday, quite a number of the boys took a walk up to college and back again before going down to their offices for the day. The morning air at 8.30 a.m. is most refreshing, and we are sorry that *all* do not take part in this *preliminary procedure*.

We would recommend to the careful consideration of the students of this Faculty, the University Club. This much discussed plan has at length taken definite shape, and the hearty support of all the students of the University is expected and required to keep

the scheme in active operation, and enable the promoters to present an encouraging report at the first annual meeting which is expected to be held early in March.

We are glad to hear of Mr. V. Evelyn Mitchell's recovery from his recent illness, and hope to welcome him back among us at a very near date. Without the restraint imposed by his cold and chilling glance, Willie Pitt is liable to become more or less obstreperous, and to hurl questions at the lecturer in regard to Article 42a of the Code of Civil Procedure, that would make a strong man eat buckwheat cakes for breakfast 8 times a week.

## ARTS NOTES.

## FOURTH YEAR.

Dr. Adams deserves the gratitude of the Fourth Year class in Geology, for the interesting way in which he is illustrating his lectures this term. Some of us may have hopes of soon seeing the chief "wonders and beauties of creation" in reality, more of us have only a far away hope of so doing, and most have no such hope at all. To us, therefore, the splendid lantern views to which Dr. Adams treats us, along with his lucid explanations, are doubly acceptable.

There are no Fourth Year jokes this issue. Life is too serious just now. It is hard enough even to "look pleasant" for the class photo; and as for *feeling* pleasant enough to make jokes, that is utterly out of the question.

## THIRD YEAR.

The Reporter wishes to express his profound regret that there is not more matter in the space allotted to him this month.

Jokes are evidently flying as thick as ever, but they take good care to avoid the scribe's pen. Not this alone, but our two funny men have not uttered a syllable since Friday last, and in one case, at least, we are compelled to wonder whether this unusual dumbness and solemnity is due to the *Punch vieux McGill*, or to the *Promenade à la lentement*.

*Prof.*—"Thus chaperone really means a large cape."

*A. R. S.* (who has been there).—"Ah, yes, sort of a wet blanket as it were."

When the Professor asked his Censor why he disappeared so hastily through the rear door, that mighty officer is said to have responded: "Because I was *sent, sor!*"



Is the question as to what is the best edition of Latin authors never to be answered?

Some person seems to think that he has done the needful by deciding that the best edition is "another fellow's," for behold the notice that greeted our eyes last Monday week.

"LOST"

A key to Livy (edition Dr. Kelley).—Finder please return to etc., etc.

'97 is glad that it can say that never did one of its members employ a base blue-book. '97 would furthermore recommend the younger generations to follow its lofty example and let such notices as the above exist only in the minds of the imaginative.

#### SECOND YEAR.

Our Year turned out eighteen men to the Dinner, and all declare that they had such a good time they were nearly "tickled to death," while those who stayed away are metaphorically "kicking themselves."

Here's to the University Club!! Come, fellows, the president of our Year has been elected secretary! Let us show that we are able to distinguish the true interests of McGill undergraduates from those that are superficial and passing. If we are true to ourselves as '98 men and to our University as McGill men, we will one and all give to the University Club our undivided support. If you are ignorant on the subject, get one or two of the back numbers of the FORTNIGHTLY, or ask some one who is interested and knows, and you will not have to look very far for such a man either.

Questions to be answered:

Who got into the wrong room when he arrived home on Saturday morning?

Who was asked to blow his breath through the key-hole that a fond parent might learn?

Who wrestled with a lamp chimney and came out on top?

Who won the "Arts trophy"?

Who knows what "iactatio maritima" is?

The Class Reporter has been instructed to ask "who has that knife?"

The '98 Club has been at last formed, and has had three good meetings. Members of the Year who have not as yet joined are invited to attend one of the meetings and we'll guarantee the result. "She's the class that's up to date."

'98 take great pleasure in congratulating the Juniors upon their jolly and efficient conduct of the Arts tramp. The Sophomores did battle against the other three years, and after a desperate resistance were beaten at basket-ball by a score of two to nothing. This is an indication of our growing modesty, as at last year's drive we as freshmen defeated the Sophs, juniors and seniors combined, by 2 to 0. We remained for some time after the rest of the Faculty had gone home to their "mamas," and marched home in a body to the strains of that inspiring music of which '98 is famous.

FIRST YEAR.

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#### FEATHERS FROM THE EAST WING.

Very many of the "Sister Marys" attended the Annual Lecture delivered by Dr. Peterson, which will always be regarded as one of the peaks in our collegiate landscape. Many of our own thoughts and aims, as regards education, showed up small and mean in the light of the great conceptions of our Principal, and we mean to call them up if "marks" or "medals" begin to assume a *prominent* place in our minds.

It was a small representation, but a very much delighted one, which partook of the University Dinner. Although the *ménu* held us forth as New Women, once man's superior—now his equal, we drank our toasts and listened to the speeches with no malice in our hearts towards the jesters. The New Woman is not a favorite with us.

#### A PROBLEM IN PHOTOGRAPHY.

Is it possible to combine a "pleasant" look with an intellectual one? and if so, what is the effect produced by such a combination?

The good news that Miss Barnjum is gradually recovering from her severe illness was warmly welcomed by the Donaldas, especially by those to whom she has endeared herself by her untiring efforts with them in the Gymnasium. Since the holidays the class has been very small. It is hoped the poor attendance is not due to the anticipation thus early of April's balmy days. The best way to prepare for that interesting time is to come to the Gymnasium at least for two months yet.

The sentiment of the following verses, which celebrate a bygone event, may not be appreciated by



those who follow the tale of the Dolphin in Pliny beneath a skylight, which, we are told, now admits light only. But ours were the good old days when snow and rain were believed to stimulate thought, especially if applied to the crown of the head. It certainly had a poetic effect on one of the class of '96, for thus she wrote of it:—

#### BENEATH THE SKYLIGHT.

Beautiful, sparkling, glimmering snow,  
Purity's emblem to men below,  
Thus art thou sung in strains sublime,  
We know thee alas! in far other rime.

Shivering, chattering maidens blue  
Canst thou blame, if not on thy heavenly hue  
They dwell? as down on each classic pate  
Sprinkle thy flakes, relentless as fate.

Uplift your minds, ye maidens fair,  
As doth your grave example there,  
'Bove things of sense and nether cold  
To the wondrous feats of the Dolphin old.

Ah! snowflakes heard have ye not I ween,  
"Distance enchantment doth lend to the scene."  
Thus might we too, calm as stoic sage,  
Our thoughts in wisdom's lore engage.

Truly the generosity of some of the Juniors towards the Sophomores is worthy of praise and imitation. One of the Juniors being caught in the storm of January 24th with no umbrella, and seeing a forsaken article of that name in the corner of the corridor, borrowed it. Shortly after, she most generously offered to shelter under her umbrella one of the Sophomores who had none, having in fact "loaned" hers some time previous. It can be reckoned only under the head of a catastrophe, that the appropriated umbrella of the Junior and the lost umbrella of the Sophomore were suddenly discovered to be identical.

*Harper's Monthly Magazine* for February contains an article on "Premonitions of Insanity."

It is somewhat startling to find how prevalent amongst McGill students are the signs there set forth of approaching lunacy.

The writer says:—"Delusions, hallucinations and illusions generally show themselves in one form or other,—e.g., such as we had *before* the Christmas exams."

Again he says:—"the memory often becomes defective,—e.g., such as happened *at* the Christmas exams."

Then he adds:—"Sometimes there is a sensation of drowsiness and giddiness,"—and a little later—"an exaggeration of the natural temperament is often found." We will admit the first is a condition occasionally prevailing in the Donalda classes of an afternoon; and the existence of the latter state in regions

not so far off from the East Wing can only account for the very strange sounds that, at times, penetrate thitherwards.

The writer goes on to say that—"flightiness of manner and an unnatural exhilaration of spirits are frequently found. There is a sullen aspect, an inability to smile, a peculiar wrinkling of the forehead and one continuous frown is depicted on the brow. The mind wanders," etc., etc., all of which last symptoms are frequently perceptible in the Library during an afternoon.

Is there any hope for us?

Others might also be glad of a friendly warning we received in a recent class.

The lecturer said, that in answering examination questions to beware of using that abominable phrase, "from which it is clear," for, on its appearance, the examiner, who may have been almost in his slumbers, at once wakes up, becomes keenly alert, and is quite ready for a "pluck."

We now see the reason for a certain marked unwillingness on the part of one of our reporters to send in all she receives.

The following are her ideas on the matter:

"Let us gather up the contribs  
Showered in from every Fac.;  
Let us keep the many poems  
Till the days which poems lack;  
Let us find our sweetest pleasure  
In the month 'fore sunny May,  
In dealing out those treasured jests  
When there is naught to say."

*Prof.*—"What is our characteristic of Dream-poetry?"

*Donalda.*—"Somebody always *fell* asleep."

Virgil up to date.

Enavit ad Arctos = he sailed into the bears. (according to Miss —)

The First Year French Lectures are so interesting and at the same time so simple, that even our canine friends drop in sometimes.

#### SCIENCE NOTES.

At the last meeting of the Graduates Society, Dr. Adams delivered a lecture on the "Mineral Resources of Canada." In opening he gave a short sketch of the geological formation of the country, and with reference to this showed the impossibility of finding certain minerals in certain areas, as, for instance, coal will never be found in Quebec or Ontario.

Taking the principal minerals in order of their im-



portance, he described the locations in which they are found, the way in which they occur. The whole illustrated by maps, charts, tables, etc. The following are some of the minerals spoken of: coal, gold, iron, copper, silver, nickel, platinum, lead; among the metallic minerals: asbestos, mica, apatite, gypsum, petroleum, salt, and a large line of constructive materials of the non-metallic ones. A very interesting and instructive lecture. It is a pity more of our students do not attend these lectures, as they amply repay anyone for the time spent attending them.

#### FOURTH YEAR.

The Miners of '96 have resolved to mend their ways forthwith, as they have had their first taste of the infernal regions—the Assay room.

We were very sorry to see that some Science students forgot themselves so far, at the University Dinner, as to light their cigars before the ladies had left the room.

Mr. K——, of Mech. '96, should listen before he calls "hear, hear," so audibly another time.

It grieves us very much to report the disappearance of a number of Magazines from the Reading Room.

Whoever the person may be that thinks he can read these periodicals better at home than in the Reading Room, he should stop and consider for a few moments the fact, that there are more readers than himself in the College, who would like very much to have a peep at the books; and also that those books are sold to students, most of whom are eager to get the old copies as soon as they are replaced by newer ones, and who, failing to receive them, fall back on the Committee for new copies, which they cannot afford to replace continually.

Whoever the person may be who is taking these books, we take this opportunity of warning him to desist, for should he keep on and be found out, he will certainly rue the consequences.

We congratulate the Committee on the wonderful success of the University Banquet.

#### THIRD YEAR.

*Professor.*—"Will the bow go up or down?"

*1st Student.*—"Guess it will bow down."

*2nd Student.*—"You don't know anything ab(ou)t it."

It is said that W——'s walk resembled the motion of a gyroscope coming home from the Windsor Jan. 25th, a.m.

Harry wants to know how many *horse power* of Vet. Science is in the land.

Milk is white. Therefore White is milk and Skim White is "skim" milk.

Football Euchre—"I pass," said the quarter. "I take it up and go it alone," said the half-back.

Somebody has remarked that the ministers who resigned their portfolios are like "Jack the Ripper," because they tried to disem-Bowell the Government.

Help along the club, boys. Now is the time that it needs most support. If you don't join now, there may never be a club to join.

We regret to hear that Mr. J. M. Simpson has been obliged to drop his course on account of his eyes failing.

"Needle-shaped crystals of rutile called 'love-darts' are found piercing masses of quartz, which has a hardness of 7. The hardness of the average maiden's heart must be about 16."

Fac. App. Sci is going to have a drive to the Athletic Club House; '97 must turn out in full force.

Now that we have "Dr. Parkhurst" among us, there will probably be a Lexow Committee as well. But we are confident that the Committee will have nothing to do, unless they are given authority over the other Years as well. No more slide-rules will disappear.

#### COMPARATIVE MEDICINE CLASS REPORTS.

The Massachusetts Alumni Association held their second annual reunion at the Quincy Hotel, Boston, on the 18th inst.

Profs. D. McEachran and M. C. Baker were present, and report as having a most pleasant time.

Dr. Baker was elected to honorary membership, and the following officers were elected for the ensuing year:

*Hon. President.*—Dr. D. McEachran.

*President.*—Dr. Jas. McLaughlin, '77.

*Secretary.*—Dr. John M. Parker, '89.



A Second Year man, with a reckless disregard of the laws of Physics and Physiology, was seen endeavoring to *drink* champagne jelly at the University Dinner.

The psychic effect of post mortems has been suggested as a subject for discussion for the Psychological Society. Certain it is that the effects are of the most amusing and varied character on the men who are detailed to hold autopsies at the kennels.

*Prof.*—"What is the *septum pectiniforme*?"

*Soph.*—"A hairpin, sir!"

One of the candidates for a "sup" in Chemistry has discovered a new compound. He has not yet named it, but will do so before reporting the results of his investigations to the Royal Society. The formula for the compound is  $H_2 NO$ .

One can now stand in the lecture room and see the "sunrise" and "sunset" and a bright "star" at mid-day.

The above state of affairs is probably the reason why all the equine cadavers supplied to the mortuary have, with one exception, been white.

Herbert appeared in the lecture room one day this week, and gravely announced that this would positively be his last tour.

*Personal.*—Wallie, come home at once. Mike is broken-hearted.—BILL.

## ATHLETICS.

### ASSOCIATION FOOT-BALL.

The annual business meeting was held on January 23rd with a large attendance. Encouraging reports were given by the officers, after which the election of officers for the ensuing year was proceeded with.

*Hon. President.*—Dr. Gunn.

*President.*—W. Johnston, Arts '97.

*Vice-President.*—J. W. Blackett, B.A., Med. '98.

*Secretary.*—D. A. Myers, Med. '98.

*Treasurer.*—Kennedy, Law.

*Curator.*—G. H. Ryan, Med. '99.

*Committee.*—D. M. Robertson, Med. '97; Ewing, Law; Ryan, Arts '97; Suter, Science.

## EXCHANGES.

The number of the *Glasgow University Magazine* before us contains an excellent article on Carlyle, being the substance of a lecture delivered to the English literature class by Professor Bradley on the centenary of the birth of the Philosopher of Chelsea. We cannot do better than quote the following paragraphs to show the professor's estimate of Carlyle as a philosopher and as a *littérateur*. "Apart from other effects, Carlyle made men feel the mystery of life, its greatness, and, therefore, its responsibility. A man's life, the reader felt, was the conflux of two eternities, a point where the immensities of the past and of the future met together. He seemed to himself to stand on some high mountain ridge. Below him the foot of the mountain was hidden in mist. Above him the mountain top was enveloped in clouds. Behind, in front, on each side of him, nothing was visible but a few yards of solid earth; beyond this, mist and cloud. But out of the mist strange cries came to him at times, sounds as of spirit-voices, or of an infinite sea of spiritual meaning; and an unearthly light lit up the grey around him. Thus Carlyle made his reader feel that life was mysterious, and yet that there was greatness in it; and, therefore, that he was greatly responsible."

"He was as much a poet as a man can be, who neither has nor understands the gift of song; and, even in the age of Ruskin, he was the greatest master of poetic prose. His works may not be the best that Victorian literature has produced, but I cannot doubt that he was the man of greatest literary genius in his time, though it was the time of Tennyson and Browning."

The Students' Representative Council, a report of a statutory meeting of which body is given, seems to be a very important institution. Will our newly organized University Club do for us what this council does for the students of Glasgow? Here is a sample of the resolutions passed at the meeting referred to: "That the Senate be requested to grant permission to Prof. Murray to institute a class for Greek prose composition as exists in the case of Latin."

A large number of the jokes in this issue are made at the expense of the staff. An interesting announcement is that of the proposal to celebrate the jubilee of Lord Kelvin's professorship by electing him Lord Rector, thus following a precedent set in 1787 when Adam Smith was thus honored.

The place of honor in the January number of the *Queen's Quarterly* is given to a memoir of the late venerable Vice-Principal of Queen's, James Williamson. A fine spirit is manifested by the writer as he weaves his "chaplet of flowers" for the grave of a brave and good man. In an article entitled "Are



our American newspapers degenerating?" a platform is laid down which is all right theoretically, but which, we should say, would be attended with some difficulty in practice. "Vegetable Physiology," "The gods of Greece," "Classical Notes" are all well worth reading. We are glad to note the high standard of this magazine. Its managers are to be congratulated upon its uniform excellence.

The *University of Toronto Quarterly* is filled as usual with very valuable reading. Perhaps the dignity of a quarterly calls for half a dozen "heavy" articles such as we have here, still it must be admitted that to the general reader, even the average undergraduate, the majority of these articles are a sealed book.

Nevertheless we are proud as Canadians of *Varsity's Quarterly*, for it certainly is equal to the best of its kind. The titles of the articles in the number before us are as follows:—"The Scottish Philosophy," "Astrée," "Some Phases of Altruria," "The Development of the Science of Mineralogy," "Celestial Mechanics, Ptolemy, Copernicus and Newton," "The Fall of the English Monasteries."

#### READABLE PARAGRAPHS.

##### A GEOLOGICAL FIND.

First Scientist—"Eureka! What a find! Here is conclusive proof of all our theories. See this rock? It is as round as a barrel, and just about the same shape and size. It must have rolled for ages at the bed of some swift stream. Note how smooth it is."

Second Scientist—"It is unlike any rock in this vicinity. It must have been brought from a great distance, probably by some mighty iceberg in the ages that are gone."

Third Scientist—"There are mountains near here. It may have come down in a glacier."

Fourth Scientist—"It is unlike any of the rock on these mountains. In fact, it is unlike any rock to be found on earth. It must have dropped from the moon. Here comes a farm hand. I will ask him if there are any traditions concerning it. See here, my good man, do you know anything about this strange rock?"

Farm Hand—"That use ter be a barrel of cement."

##### RATHER EMBARRASSING.

#### An Absent-Minded Minister Gets Himself Into a Predicament.

A well-known Washington minister tells this story: "In a country circuit in Virginia, it was the custom to wear week-day shoes and stockings to

church, because the dust would get them soiled. Sunday footgear was carried along in the hands of the wearers, and when the church was reached a change was effected. One of the ablest ministers in the conference preached at the church, and being told of the custom, and having some distance to walk from where he was being entertained, adopted the same method. One of the leading characteristics of the minister was his absent-mindedness, and thrusting his hosiery into his pocket he mounted the pulpit. When in the middle of his discourse he drew out what he thought was his handkerchief, and after wiping his brow laid the article down on the pulpit, when, to his dismay and the amusement of the congregation, he discovered that it was the pair of extra socks that he had worn to church. He completed his sermon, but it was the last time he ever conformed to that particular custom of the country.

##### MIXED METAPHORS.

During an exciting debate in the house of representatives the members sometimes indulge in mixed metaphors. A member, referring to one of his colleagues, said: "The gentleman, like a mousing owl, is always putting in his oar where it is not wanted." In another speech occurred this expression: "The iron heel of stern necessity darkens every hearthstone." And another member, in a very forcible and dramatic manner, asked the house this startling question: "Would you stamp out the last flickering embers of a life that is fast ebbing away?"

The following excellent illustration of Irish readiness was furnished by an engineer belonging to a large Atlantic cattle steamer.

Before sailing, the vessel is always carefully searched for stowaways. If any are discovered they are immediately, and not very gently, put ashore. Nevertheless, as soon as the vessel passes Innistrahull—the last place at which they can be landed—two or three, at least, of these uninvited guests often contrive to make their appearance. How they are able to conceal themselves is always a profound mystery; but there they are, ragged and famished.

Of course they cannot be allowed to starve. But they are not fed sumptuously—weak skilly, hard tack, and thin soup forming the staple of their diet, especially if they are numerous.

One day, as the first mate—for whom the captain had been calling for some time—passed along the deck, an Irish stowaway, who was vainly fishing in his bowl of soup for beef which was not there, looked up, and with a comical grin on his face said—

"Puzzle—find the *mate*."



The captain overheard the remark, and ordered the Irishman a substantial dinner in payment of his double-barrelled pun.

The father of Mr. William Dean Howells, the well-known American author, was remarkable for his dry vein of humor. When he wished to get rid of an intrusive visitor who had worn out his welcome, he had recourse to this formula. He would be called out on some business, and would say to the guest—

"I suppose you will not be here when I return, so I will wish you good-bye!"

Even more original was the superb stratagem ascribed to another Ohio worthy in such emergencies, who used to say in his family prayer after breakfast—

"May blessings also rest on Brother Jones, who leaves us on the ten o'clock train this morning."

#### "WHAT'S A VISITATION?"

Two honest farmers in riding along together encountered a large number of clergymen; and one of them said to the other:—

"Where be all these parsons coming from?"

To this his friend replied: "They've been at a visitation."

The other, no wiser than before, says: "What's a visitation?" and the answer was: "Why, it's where all the parsons goes once a year and swops their sermons."

His friend, on being thus enlightened, quietly remarked—

"Hang it, but oor chap mun get the worst on it every time."

#### EQUAL TO IT.

An Irishman was hauling water in barrels from a small river to supply the inhabitants of the village, which was not provided with water-works. As he halted at the top of the bank to give his team a rest before proceeding to make his round with the water, a gentleman of the inquisitive type rode up, and, after passing the time of day, asked—

"How long have you been hauling water for the village, my good man!"

"Tin years or more, sor," was the simple reply.

"Ah! And how many loads do you make a day?"

"From tin to fifteen, accardin' to the weather, sor?"

"Yes. Now I have one for you, Pat," said the gentleman, laughing. "How much water have you hauled altogether?"

The Irishman jerked his thumb in the direction of the river, at the same time giving his team the hint to start, and replied—

"All the wather that yez don't see there now, sor."

#### LOGICAL.

A philosophic Oxford professor was walking by the Bodleian Library one evening, when his attention was arrested by a man who was leaning out of one of the windows, and shouting to him to ask some one to come and unlock the doors, and let him out, as he had been locked in by the caretaker. The philosopher stopped, gazed at him solemnly, and said, quoting from the rules of the library—

"'No man can be in the library after 4.30 p.m.' You are a man; therefore, you are not in the library."

And having delivered this logical utterance, the learned professor calmly continued his perambulations, unmoved by the cries of the unlucky student above him.

#### TO THE LAST.

A story is told of a dying miser, by whose bedside sat the lawyer receiving instructions for the preparation of his last will and testament.

"I give and bequeath," repeated the attorney aloud, as he commenced to write the accustomed formula.

"No, no," interrupted the sick man, "I will neither give nor bequeath anything. I cannot do it."

"Well, then," suggested the man of law, "suppose we say *lend*. 'I *lend* until the last day.'"

"Yes, that will do better," assented the unwilling testator.

#### TO DRAW HIS SALARY.

The genial pastor of one of the suburban churches, whose salary is somewhat in arrears at present, stepped into the hardware store of one of his parishioners the other morning, and asked to see some corkscrews—very large and strong ones, he explained.

"Why, Dr. —, what in the world do you want with such an article, anyhow?" said the dealer.

"My dear sir," replied the doctor, as quick as a flash, "I want a corkscrew large enough to give me some assistance in drawing my salary."

The story reached the ears of his congregation, and the indebtedness was cancelled forthwith.



## NOT RESPONSIVE.

A well-known clergyman from London, who is generally credited with the possession of a political turn of mind, has lately been spending a holiday at a charming seaside resort on the coast of Norfolk. The other Sunday morning he started out to walk a few miles into the country, intending to take part in the service at a quiet little church. As he neared his destination the bells rang out merrily on the summer air, and feeling his poetical soul stirred within him, he rapturously exclaimed to a deaf old countryman who was passing—

"Good morning, my man; aren't those bells heavenly?"

The old fellow lifted his hand to his ear and shouted at the top of his voice—

"Eh?"

The clergyman repeated his question with the utmost emphasis and distinctness.

The countryman, still with his hand to his ear, yelled more loudly than before—

"Eh? What?"

The clergyman, nothing daunted, with greater vehemence repeated his question once more.

Then the old countryman replied, with the utmost disgust and annoyance expressed on his face—

"Bother them stoopid bells! I wish they'd stop their ugly row. I can't 'ear a word thee'rt sayin'."

## REBOUNDED.

At a political meeting held recently near Bolton, a certain employer of labor (whole hands were working short time), was holding forth in favor of the candidature of a local Liberal, and roundly abusing his opponent. He concluded thus:—

"Conservatism, indeed! What have you, my friends, as working men, to conserve? Why, nothing—absolutely nothing."

Whereupon a man in the body of the hall shouted out—

"Thou'rt reet theer, owd mon, thou'rt reet, and we've nowt to be liberal wi' noather."

## Pelletier

Organist of St. James Cathedral and Professor of the Piano and Organ

Monsieur L. E. N. Pratte  
Cher Monsieur

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toutes les qualités artistiques:  
timbre limpide, chantant et  
et absolument pur de toutes  
résonnances harmoniques ou  
cavernueuses, si fréquentes dans  
les basses des pianos droits —;  
Mécanisme facile et tel-  
lement élastique qu'il répond  
à l'attaque — la plus énergique  
comme à la pression la  
plus délicate, permettant en  
un mot les nuances les plus  
diverses — Recevez mes félicitations  
pour ce beau travail  
Votré  
R. Oct. Pelletier  
le 28 Nov. 1893

## TRANSLATION.

MONTREAL, 28th November, 1893.

MR. L. E. N. PRATTE, Montreal:

DEAR SIR.—The upright pianos of your make—if one may form a judgment from the one I have acquired—possess a combination of all the qualities esteemed by musicians, a liquid and singing quality of tone entirely free from all overtones and rumbling sounds so frequently found in upright pianos, a touch so light and elastic as to answer to the most vigorous attack and the lightest pressure,—in fact, capable of the most varied effects. Allow me to congratulate you on your good work.

Yours, etc.

R. OCT. PELLETIER.

It is only necessary to know the delicate and conscientious artist who has written the above letter to form an idea of the high value of such an opinion. We have a large assortment of PRATTE Pianos, similar to Mr. Pelletier's, as we manufacture only one size and one quality.

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